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YOUR REFERENCE NO.:	OUR REFERENCE (C/M) NO.:
09/887,824	005222.00145

RE:　In re: Appln. John Reader Hubbell et al.
Appln. No. 09/887,824
Filed: June 22, 2001
For: A Simulation Enabled Focused Feedback Tutorial System

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Brief on Appeal

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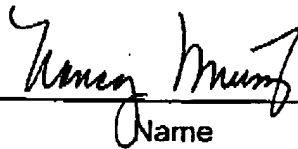
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TRANSMITTAL FORM

(to be used for all correspondence after initial filing)

Application Number	09/887,824
Filing Date	06/22/2001
First Named Inventor	John Reader Hubbell
Art Unit	2121
Examiner Name	Starks, Wilbert L.

Total Number of Pages in This Submission	46	Attorney Docket Number	005222.00145

ENCLOSURES (check all that apply)

☒ Fee Transmittal Form
  ☐ Fee Attached
☐ Amendment / Reply
  ☐ After Final
  ☐ Affidavits/declaration(s)
☐ Extension of Time Request
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☐ Information Disclosure Statement
☐ Certified Copy of Priority Document(s)
☐ Reply to Missing Parts/ Incomplete Application
  ☐ Reply to Missing Parts under 37 CFR1.52 or 1.53

☐ Drawing(s)
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Signature	*Kenneth F. Smolik*		
Printed Name	Kenneth Smolik		
Date	May 2, 2005	Reg. No.	44,344

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Effective on 12/08/2004.
Fees pursuant to the Consolidated Appropriations Act, 2005 (H.R. 4818).

☐ Applicant claims small entity status. See 37 CFR 1.27

TOTAL AMOUNT OF PAYMENT	($) 500.00

Complete if Known

Application Number	09/887,824
Filing Date	06/22/2001
First Named Inventor	John Reader Hubbell
Examiner Name	Starks, Wilbert L.
Art Unit	2121
Attorney Docket No.	005222.00145

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FEE CALCULATION

1. BASIC FILING, SEARCH, AND EXAMINATION FEES

Application Type	FILING FEES Fee ($)	FILING FEES Small Entity Fee($)	SEARCH FEES Fee($)	SEARCH FEES Small Entity Fee($)	EXAMINATION FEES Fee($)	EXAMINATION FEES Small Entity Fee($)	Fees Paid ($)
Utility	300	150	500	250	200	100	___
Design	200	100	100	50	130	65	___
Plant	200	100	300	150	160	80	___
Reissue	300	150	500	250	600	300	___
Provisional	200	100	0	0	0	0	___

2. EXCESS CLAIM FEES

Fee Description	Fee ($)	Small Entity Fee ($)
Each claim over 20 (including Reissues)	50	25
Each independent claim over 3 (including Reissues)	200	100
Multiple dependent claims	360	180

Total Claims		Extra Claims	Fee($)	Fee Paid ($)
___	- 20 or HP= ___	x ___	= ___	

HP = highest number of total claims paid for, if greater than 20.

Multiple Dependent Claims

Fee ($)	Fee Paid ($)
___	___

Indep. Claims		Extra Claims	Fee($)	Fee Paid ($)
___	- 3 or HP= ___	x ___	= ___	

HP = highest number of independent claims paid for, if greater than 3.

3. APPLICATION SIZE FEE

If the specification and drawings exceed 100 sheets of paper (excluding electronically filed sequence or computer listings under 37 CFR 1.52(e)), the application size fee due is $250 ($125 for small entity) for each additional 50 sheets or fraction thereof. See 35 U.S.C. 41(a)(1)(G) and 37 CFR 1.16(s).

Total Sheets	Extra Sheets	Number of each additional 50 or fraction thereof	Fee ($)	Fee Paid ($)
___ - 100 = ___	/ 50 = ___	(round up to a whole number) x	=	

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Fees Paid ($)

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SUBMITTED BY

Signature	*Kenneth F. Smolik*	Registration No. (Attorney/Agent) 44,344	Telephone 312-463-5000
Name (Print/Type)	Kenneth Smolik		Date May 2, 2005

Appeal Brief dated May 2, 2005   Application 09'887,824

IN THE UNITED STATES PATENT AND TRADEMARK OFFICE
BEFORE THE BOARD OF PATENT APPEALS AND INTERFERENCES

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In re Application of:	)
	)
John Reader Hubbell, et. al.	)
	) Group Art Unit: 2121
Serial No.: 09/887,824	)
	) Examiner: Starks, Wilbert L
Filed: June 22, 2001	)
	) Attorney Docket No: 005222 00145
For: A Stimulation Enabled Focused	)
Feedback Tutorial System	)

BRIEF ON APPEAL

Mail Stop: Appeal Brief-Patents
Commissioner of Patents
P.O. Box 1450
Alexandria, VA 22313-1450

Sir:

Pursuant to 37 C.F.R. § 41.37, Appellants submit this Appeal Brief, in tr plicate, to the

Board of Patent Appeals and Interferences in response to the Final Office Act on mailed on

November 3, 2004 and the Advisory Action mailed January 28, 2005. A Notice (f Appeal was

timely filed on March 1, 2005. Please charge any necessary fees in connection wi h this Appeal

Brief to Deposit Account No. 19-0733.

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I. Real Parties in Interest

The real party in interest is ACCENTURE LLP.

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II. Related Appeals and Interferences

Appellants are unaware of any appeals or interferences related to the subject appeal.

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III. Status of the Claims

Claims 1-54 are pending and are found in the Appendix. Claims 1-54 stand rejected. No claims have been allowed.

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IV. Status of Amendments

No amendment after final rejection has been filed.

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V. Summary of the Invention

An embodiment is directed to systems and methods that provide a cognitive educational experience, in which a student is provided with a simulated environment that presents a business opportunity to understand and solve optimally (Page 1, lines 30-32.) Mistakes are noted and remedial educational material is presented dynamically to build the necessary skills that the student needs in a business activity. (Page 1, lines 32-34.) The system uses an artificial intelligence (AI) engine to provide individualized and dynamic feedback with synchronized video and graphics to simulate a real-world environment with student interactions (Page 1, lines 34-35.) Multiple correct answers are integrated to allow individualized training experiences, in which the student navigates through the presentation at the student's pace. (Abstract.) A dynamic feedback system tailors feedback and focuses the feedback based on the performance and characteristics of the student to assist the student in achieving a predefined goal. (Page 1, lines 38-40.)

Prior art educational systems typically utilize static, hard-coded feedback with some video and graphics to add visual appeal and to illustrate concepts. Typically, prior art educational systems utilize an expert system that does not provide motivational aspects. (Page 1, lines 22-23.) Prior art training systems often utilize static, hard-coded feedback with some linear video and graphics. (Page 1, lines 23-24.) Such systems typically support one "correct" answer and navigation in which the system is only supported through a single defined path. (Page 1, lines 24-26.)

Figure 2 (as shown below) illustrates a system architecture of an embodiment of the invention. (Page 3, line 32 – page 4, line 12.)

6
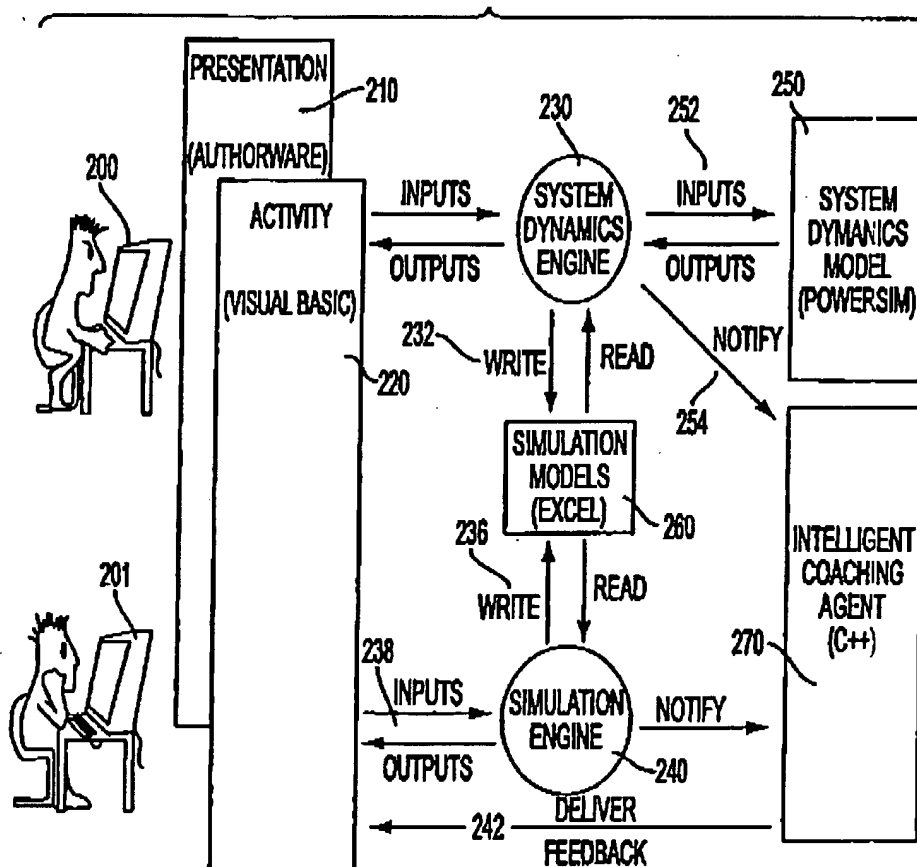
FIG. 2

Presentation layer 210 is separate from activity layer 220 and communication is facilitated through system dynamics engine 230 that controls the display specific content to pics. (Page 3, lines 32- 34.) An embodiment enables students (e.g., knowledge workers) 200 and 201 to acquire skills by placing individual students 200 and 201 in a simulated business environ ent. (Page 3, lines 34-35.) System dynamics engine 230 may include a mathematical tool which simulates business outcomes of an individual's collective actions over a period of time. (Page 3, lines 39-

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40.) System dynamics model 250 may consist of an HTML content layer which organizes and presents packaged knowledge. (Page 4, lines 1-2.) Intelligent coaching agent 270 comprises artificial intelligence agent 240 which generates individualized coaching messages based on decisions made by the individual student 200 or 201. (Page 4, lines 2-4.) Feedbac : 242 is unique for each individual student 200 or 201 completing the course. (Page 4, lines 5-6.)The embodiment may provide a large number of pre-designed learning interactions such as inputs/outputs 238. (Page 4, lines 8-12.)

The system architecture shown in Figure 2 may be seamlessly integrated into the business system that the knowledge worker uses to execute their job tasks. (Page 4, line 3'' - page 5, line 3.) Workers don't need to go "off-line" or seek out cryptic information buried within paper manuals and binders for guidance or to find the answer to queries. (Page 4, line 4'' - page 5, line 1.) All the support components are made available through the same applications the worker's use, at the point in which they need them, tailored to the individual to show " ow", not just "what." (Page 5, lines 1-2.) Thus, learning by knowledge worker (as supported by instructional teaching by the system) may be occurring all the time, with little distinction between performing and improving performance.

Figure 18 (as shown below) illustrates student interaction in accordance with an embodiment of the invention, in which a student (user) journalizes invoices. (Page 18, lines 6-26.)

8
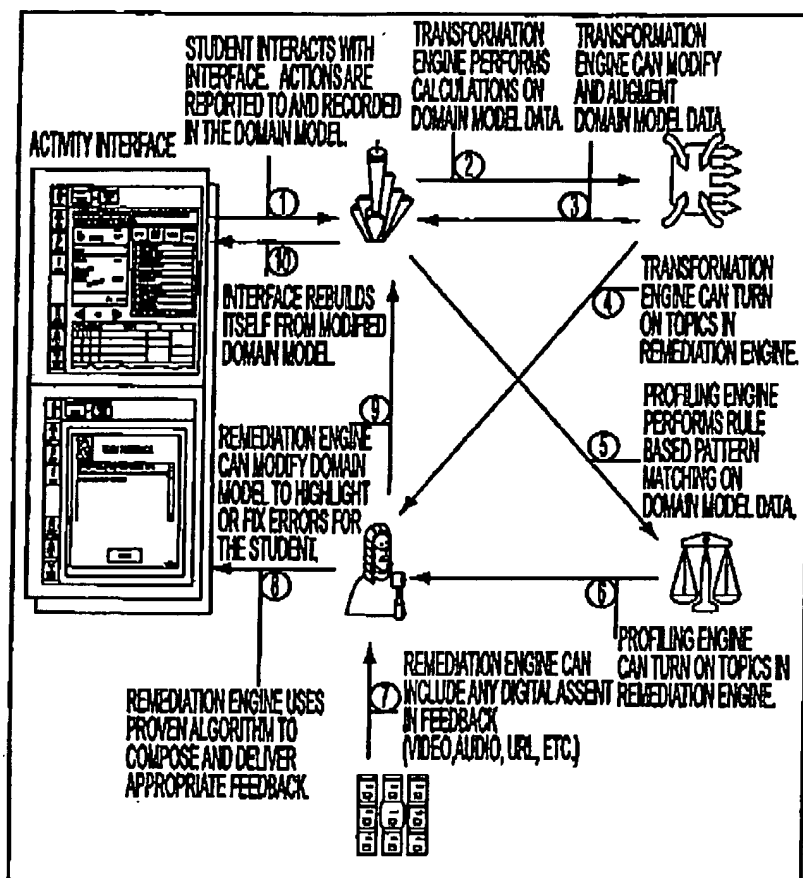
FIG. 18

As the student interacts with the interface, all actions are reported and recorded i1 the Domain
Model and are submitted when the student is ready. An Analysis-Interpretation cyc e is triggered
and a Transformation Component is invoked to perform further calculations (e.g., verifying that
debits and credits match in the submitted journal entries) on the submitted data i1 the Domain
Model. (Page 18, lines 13-15.) A Profiling Component may subsequently perfoı m rule-based
pattern matching on the data in the Domain Model, examining both the studeııt actions and the

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results of the Transformation Component analysis. (Page 18, lines 15-16.) Some of the resulting

profiles may activate topics in the Remediation Component, which is then invoked. (Page 18,

lines 17-18.) The remediation algorithm searches active topics in order to determine the best set

of topics to deliver to the student. (Page 18, lines 18-19.) For example, the topics may contain

text, video, audio, and URLs. The presented material may be assembled into prose-like

paragraphs to text and media and may include links to reference material.

The specification discloses embodiments that support training applications for students.

For example, a Goal-Based Scenario (GBS) training application creates a presentation in which

new finance professionals are taught the fundamentals of finance management. (Page 15, lines

11-18.) Figure 8 (as shown below) shows a GBS display in accordance with an embodiment. The

upper right area of the screen shows the account list. (Page 15, lines 11-12.) There are four types

of accounts: Assets, Liabilities & Equity, Revenues, and Expenses. (Page 15, line 12.) The

student clicks on one of the tabs to show the accounts of the corresponding type. The student

journalizes a transaction by dragging an account from the account list onto the journal entry

Debits or Credits. (Page 15, lines 13-14.) The student then enters the dollar amounts to debit or

credit each account in the entry. In the interface, as in real life, the student can have multi-legged

journal entries, i.e., debiting or crediting multiple accounts. (Page 15, lines 14-15.) A Toolbar

1200 and the first transaction of this Task 1210 appear prominently on the display. The student

can move forward and back through the stack of transactions. (Page 15, lines 16-17.) For each

transaction, the student must identify which accounts to debit and which to credit. (Page 15, lines

17-18.) When the student is done, the student clicks the Team button.

1200   1210

Figure 8

With the Intelligent Coaching Agent Tool (ICAT) model of feedback (e.g , as provided

by feedback 242 in Figure 2), there are four levels of severity of error and four ·orresponding

levels of feedback. (Page 14, lines 19-20; table on page 14 as shown below.) The tutor goes

through the student's work, identifies the severity of the error and then provides the

corresponding level of feedback. (Page 14, lines 19-20.)

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EDUCATIONAL CATEGORIES OF FEEDBACK			
ERROR		**FEEDBACK**	
Error Type	Description	Feedback Type	Description
1. None	No errors exist. The student's work is perfect.	1. Praise	Confirmation that he student completed the task correctly Example: Great. You have journalized all accounts correctly. I am happy to see you recognized we are paying for most of our bills "on account".
2. Syntactic	There may be spelling mistakes or other syntactic errors. As a designer, you should be confident that the student will have mastered the material at this point.	2. Polish	Tells the student the specific actions he did incorrectly, and possibly correct them for him. Example: There are one or two errors in your work. It looks like you misclassified the purchase of the fax as a cash purchase when it is really a purchase on account.
3. Local	A paragraph of a paper is missing or the student has made a number of mistakes all in one area. The student clearly does not understand this area.	3. Focus	Focus the student on this area of his work. Point out that he does not understand at least one major concept. Example: Looking over your work, I see that you do not understand the concept of "on account". Why don't you review that concept and review your work for errors.
4. Global	The student has written on the wrong subject or there are mistakes all over the student's work which indicates he does not understand most of the concepts in the activity.	4. Redirect	Restate the goal of the activity and tell the student to review main concepts and retry the activity. Example: There are lots of mistakes throughout your work. You need to think about what type of transaction each source document represents before journalizing it.

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VI. Grounds of Rejection to be Reviewed on Appeal

Claims 1-54 are rejected under 35 U.S.C. § 101 as being directed to non-s atutory subject matter. Claims 1-54 are rejected under 35 U.S.C. § 112, first paragraph, because current case law require a rejection if a 101 rejection is given. Claims 1-54 are rejected u der 35 U.S.C. § 112, second paragraph, as being indefinite for failing to particularly point ou and distinctly claim the subject matter which applicant regards as the invention.

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VII. Argument

The following claims stand or fall together in the thirteen indicated groups: (a) claim 1;

(b) claim 10; (c) claim 19; (d) claim 28; (e) claim 37; (f) claim 46; (g) claims 2-9 (h) claims 11-

18; (i) claims 20-27; (j) claims 29-36; (k) claims 39-45; (l) claims 47-54; and (m) claim 38.

A. Office Action fails to show that claim 1 is directed to non-statutory subject matter.

The Office Action alleges that "Claims 1-9, 19-27, and 37-45 are clearly not claimed to

be practiced on a computer." (Page 2, paragraph 2.) However, claims 1-9, 19-27. and 37-45 are

directed to a "computer-implemented method". Claim 1 is claimed to be practiced on a

computer and are limited to practice in the technological arts.

The Office Action further alleges that "none of the claims are limited to practical

applications in the technological arts and that the 'Applicant's goal references are just abstract

ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical

art of student training using a computer system. In accordance with MPEP 2106.1V.B.2.b.ii, the

claimed invention is "limited to a practical application when the method, as claimed, produces a

concrete, tangible, and useful result." The Federal Circuit in its *AT&T v. Excel Communications,*

Inc. decision affirms that an invention contains statutory subject matter, even f the subject

matter is directed to a mathematical algorithm, if the invention provides a practical application

that produces a useful, concrete, and tangible result. The Court affirms that (50 USPQ2d 1447,

1453 (Fed. Cir. 1999). Emphasis added.):

> As previously noted, we most recently addressed the "mathematical algorithm"
> exception in State Street. See 149 F.3d at 1373-75, 47 USPQ2d at 1600-02. In
> State Street, this court, following the Supreme Court's guidance in Diehr,
> concluded that "[u]npatentable mathematical algorithms are identifiable by
> showing they are merely abstract ideas constituting disembodied concepts or
> truths that are not 'useful.'. . . [T]o be patentable an algorithm must be applied
> in a 'useful' way." Id. at 1373, 47 USPQ2d at 1601. In that case, the claimed

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data processing system for implementing a financial management st ucture satisfied the 101 inquiry because it constituted a "practical applicati)n of a mathematical algorithm, . . . [by] produc[ing] 'a useful, concrete and t ingible result.'" Id, at 1373, 47 USPQ2d at 1601.

The claimed invention does <u>not</u> merely manipulate an abstract idea or pe rform a purely mathematical algorithm. Claim 1 is directed to a computer-implemented method tl at includes the features of "receiving a goal, **the goal being associated with a training objectivi of a student**" and "evaluating the progress toward the goal and provides feedback that fur her motivates accomplishment of **the goal for use in the presentation.**" The claimed goal is not abstract but is "associated with a training objective of a student." Both features support training a student in a presentation, which is a practical application. All of the above features are practic d applications limited to the technological arts.

The Office Action alleges that "Applicant cites no such specific results to c :fine a useful, concrete and tangible result. (Page 5, paragraph 10.) The Office Action further alle ges that (Page 6, paragraph 12.):

> Accordingly, the Examiner finds that Applicant manipulated a set of a)stract "goals" to solve purely algorithmic problems in the abstract i.e., what ł ind of "goal" is used? Algebraic word problems? Boolean logic problems? Fuzz ' logic algorithms? Probabilistic word problems? Philosophical ideas? Even vague expressions, about which even reasonable persons could differ as tc their meaning? Combinations thereof?

Referring to claim 1, the claimed invention is directed to a "goal being associated v /ith a training objective of a student." The goal is <u>not</u> associated with an algebraic word proble n, a Boolean logic problem, a fuzzy logic algorithm, a probabilistic word problem, a philosoph cal idea, or a vague expression.

The Federal Circuit in its *AT&T v. Excel Communications, Inc.* decision ; ffirms that a claimed invention contains statutory subject matter if the claimed invention, as a whole,

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produces a tangible, useful result. The Court comments on the dissent in *Diamond v. Diehr* (50

USPQ2d 1447, 1453 (Fed. Cir. 1999). Emphasis added.):

> Despite the almost twenty years since Justice Stevens wrote, these concerns remain important. His solution was to declare all computer-based programming unpatentable. That has not been the course the law has taken. Rather, it is now clear that computer-based programming constitutes patentable subject matter so long as the basic requirements of 101 are met. Justice Stevens's concerns can be addressed within that framework.
>
> His first concern, that the rules are not sufficiently clear to enable reasonable prediction of outcomes, should be less of a concern today in light of the refocusing of the 101 issue that Alappat and State Street have provided. His second concern, that the ambiguous concept of "algorithm" could be used to make any process unpatentable, can be laid to rest once the focus is understood to be **not on whether there is a mathematical algorithm at work, but on whether the algorithm-containing invention, as a whole, produces a tangible, useful result.**

The claimed invention in claims 1-54, as a whole, produces tangible, useful results. For example,

the claimed invention in claim 1 creates a presentation supporting a goal that is associated with a

training objective of a student by integrating information that motivates accomplishment of the

goal, evaluating the progress toward the goal, provides feedback to the student, and adjusts

feedback based on the progress of the student. The created presentation produces results that are

useful, concrete, and tangible.

The rejection of claim 1 under 35 U.S.C. § 101 should be reversed.

B. Office Action fails to show that claim 10 is directed to non-statutory subject matter.

The Office Action alleges that "none of the claims are limited to practical applications in

the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2,

paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student

training using a computer system. In accordance with MPEP 2106.IV.B.2.b.ii the claimed

invention is "limited to a practical application when the method, as claimed, produces a concrete,

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tangible, and useful result." Claim 10 claims an apparatus that includes "logic that receives a

goal, **the goal being associated with a training objective of a student,**" "logic that integrates

information that motivates accomplishment of the goal," "logic that evaluates the progress

toward the goal and provides feedback that further motivates accomplishment of the goal **for use**

in the presentation," and "logic that adjusts the **feedback based on progress of the student**

toward the goal." (Emphasis added.) Claim 10 is directed to apparatus that provides a practical

application in training a student in a presentation and adjusting feedback to the student based on

the progress of the student. All of the above features are practical applications limited to the

technological arts. The Office Action alleges that "Further, in claim 10, Applicant recites that

the 'feedback' or display of information 'motivates' accomplishment of a goal. 'Motivation' is a

human thought and the inclusion of it does not make the invention statutory." (Page 3, paragraph

5.) Claim 10, includes "logic that evaluates the progress toward the goal and provides feedback

that further **motivates** accomplishment of the goal for use in the presentation". (Emphasis

added.) The feature does <u>not</u> include the word "motivation" (which the Office Action construes

as being "a human thought") but does include the word "motivates", which has a common

meaning of "impel." (The American Heritage College Dictionary, Third Edition, Houghton

Mifflin Company.) Claim 10 is directed to an invention that "motivates accomplishment of the

goal" and is <u>not</u> directed to human thought.

The Office Action alleges that "Applicant cites no such specific results to define a useful,

concrete and tangible result. (Page 5, paragraph 10.) The Office Action further alleges that (Page

6, paragraph 12.):

> Accordingly, the Examiner finds that Applicant manipulated a set of abstract
> "goals" to solve purely algorithmic problems in the abstract i.e., what kind of
> "goal" is used? Algebraic word problems? Boolean logic problems? Fuzzy logic
> algorithms? Probabilistic word problems? Philosophical ideas? Even vague

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expressions, about which even reasonable persons could differ as o their meaning? Combinations thereof?

Referring to claim 10, the claimed invention is directed to a "goal being associated with a training objective of a student." The goal is not associated with an algebraic word problem, a Boolean logic problem, a fuzzy logic algorithm, a probabilistic word problem, a philosophical idea, or a vague expression. The claimed invention in claim 10, as a whole, produces tangible, useful results. For example, the claimed invention in claim 10 creates a presentation supporting a goal that is associated with a training objective of a student by integrating information that motivates accomplishment of the goal, evaluating the progress toward the goal, provides feedback to the student, and adjusts feedback based on the progress of the student. The created presentation produces results that are useful, concrete, and tangible.

The rejection of claim 10 under 35 U.S.C. § 101 should be reversed.

C. Office Action fails to show that claim 19 is directed to non-statutory subject matter.

The Office Action alleges that "Claims 1-9, 19-27, and 37-45 are clearly not claimed to be practiced on a computer." (Page 2, paragraph 2.) However, claims 1-9, 19-27 and 37-45 are directed to a "computer-implemented method". Claim 19 is claimed to be practiced on a computer and are limited to practice in the technological arts.

The Office Action further alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106. V.B.2.b.ii, the claimed invention is "limited to a practical application when the method, as claimed, produces a concrete, tangible, and useful result." Claim 19 is directed to a computer-implemented method for creating a presentation and that includes the features "presenting information indicative of a

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goal, **the goal being associated with a training objective of a student**', "integrating information that motivates accomplishment of the goal in a **simulated environment goal for use in the presentation**", and "monitoring progress toward the goal and providing feedback that further motivates accomplishment of **the goal in the simulated environment.**" (Emphasis added.) All of the above features are practical applications limited to the technological arts.

The Office Action alleges that "Applicant cites no such specific results to define a useful, concrete and tangible result. (Page 5, paragraph 10.) The Office Action further alleges that (Page 6, paragraph 12.):

> Accordingly, the Examiner finds that Applicant manipulated a set of abstract "goals" to solve purely algorithmic problems in the abstract i.e., what kind of "goal" is used? Algebraic word problems? Boolean logic problems? Fuzzy logic algorithms? Probabilistic word problems? Philosophical ideas? Even vague expressions, about which even reasonable persons could differ as to their meaning? Combinations thereof?

Referring to claim 19, the claimed invention is directed to a "goal being associated with a training objective of a student." The goal is <u>not</u> associated with an algebraic word problem, a Boolean logic problem, a fuzzy logic algorithm, a probabilistic word problem, a philosophical idea, or a vague expression. The claimed invention in claim 19, as a whole, produces tangible, useful results. For example, the claimed invention in claim 19 creates a presentation supporting a goal that is associated with a training objective of a student by integrating information that motivates accomplishment of the goal, evaluating the progress toward the goal, and provides feedback to the student. The created presentation produces results that are useful, concrete, and tangible.

The rejection of claim 19 under 35 U.S.C. § 101 should be reversed.

<u>D.   Office Action fails to show that claim 28 is directed to non-statutory subject matter.</u>

The Office Action alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106.IV.B.2.b. i, the claimed invention is "limited to a practical application when the method, as claimed, produces a concrete, tangible, and useful result." Claim 28 is directed to apparatus that creates a presentation, and having "logic that presents information indicative of a goal, **the goal being associated with a training objective of a student,**" "logic that integrates information that motivates accomplishment **of the goal in a simulated environment for use in the presentation,**" and "logic that monitors progress toward the goal and provides feedback that further motivates accomplishment **of the goal in the simulated environment.**" (Emphasis added.) All of the above features are practical applications limited to the technological arts.

The Office Action alleges that "Applicant cites no such specific results to define a useful, concrete and tangible result. (Page 5, paragraph 10.) The Office Action further alleges that (Page 6, paragraph 12.):

> Accordingly, the Examiner finds that Applicant manipulated a set of abstract "goals" to solve purely algorithmic problems in the abstract i.e., what kind of "goal" is used? Algebraic word problems? Boolean logic problems? Fuzzy logic algorithms? Probabilistic word problems? Philosophical ideas? Even vague expressions, about which even reasonable persons could differ as to their meaning? Combinations thereof?

Referring to claim 28, the claimed invention is directed to a "goal being associated with a training objective of a student." The goal is <u>not</u> associated with an algebraic word problem, a Boolean logic problem, a fuzzy logic algorithm, a probabilistic word problem, a philosophical idea, or a vague expression. The claimed invention in claim 28, as a whole, produces tangible, useful results. For example, the claimed invention in claim 28 creates a presentation supporting a

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goal that is associated with a training objective of a student by integrating information that motivates accomplishment of the goal, monitors the progress toward the goal. and provides feedback to the student. The created presentation produces results that are useful, concrete, and tangible.

The rejection of claim 28 under 35 U.S.C. § 101 should be reversed.

E.   Office Action fails to show that claim 37 is directed to non-statutory subject matter.

The Office Action alleges that "Claims 1-9, 19-27, and 37-45 are clearly not claimed to be practiced on a computer." (Page 2, paragraph 2.) However, claims 1-9, 19-27, and 37-45 are directed to a "computer-implemented method".   Claim 37 is claimed to be practiced on a computer and are limited to practice in the technological arts.

The Office Action further alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106.IV.B.2.b.ii, the claimed invention is "limited to a practical application when the method, as claimed, produces a concrete, tangible, and useful result." Claim 37 is direct to a computer-implemented method that includes "receiving indicia representative of a goal into a model, **the goal being associated with a training objective of a plurality of students,**" "integrating information that provides assistance with **achieving the goal into a tutor for use in the presentation,**' "monitoring progress of the plurality of students toward the goal," and "providing feedback that further assists the plurality of students in accomplishing the goal." (Emphasis added.)   All of the above features are practical applications limited to the technological arts.

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The Office Action alleges that "Applicant cites no such specific results to define a useful, concrete and tangible result. (Page 5, paragraph 10.) The Office Action further alleges that (Page 6, paragraph 12.):

> Accordingly, the Examiner finds that Applicant manipulated a set of abstract "goals" to solve purely algorithmic problems in the abstract i.e., what kind of "goal" is used? Algebraic word problems? Boolean logic problems? Fuzzy logic algorithms? Probabilistic word problems? Philosophical ideas? Even vague expressions, about which even reasonable persons could differ as to their meaning? Combinations thereof?

Referring to claim 37, the claimed invention is directed to a "goal being associated with a training objective of a student." The goal is not associated with an algebraic word problem, a Boolean logic problem, a fuzzy logic algorithm, a probabilistic word problem, a philosophical idea, or a vague expression. The claimed invention in claim 37, as a whole, produces tangible, useful results. For example, the claimed invention in claim 37 creates a presentation supporting a goal that is associated with a training objective of a plurality of students by receiving indicia that represents the goal, integrating information that provides assistance with achieving the goal, monitoring progress of the plurality of students, and providing feedback to the plurality of students. The created presentation produces results that are useful, concrete, and tangible.

The rejection of claim 37 under 35 U.S.C. § 101 should be reversed.

F.   Office Action fails to show that claim 46 is directed to non-statutory subject matter.

The Office Action alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106.IV.B.2.b.ii the claimed invention is "limited to a practical application when the method, as claimed, produces a concrete, tangible, and useful result." Claim 46 is directed to apparatus that includes "logic that receives

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indicia representative of a plurality of goals into a model, **the plurality of goals being associated with a training objective of a student,**" "logic that integrates information that provides assistance with **achieving the plurality of goals into a tutor for use in the presentation,**" "logic that **monitors progress of the student toward one of the plurality of goals,**" "logic that **assists the student in accomplishing the plurality of goals.**" (Emphasis added.) All of the above claims support a training objective of a student. Al of the above features are practical applications limited to the technological arts.

The Office Action alleges that "Applicant cites no such specific results to define a useful, concrete and tangible result. (Page 5, paragraph 10.) The Office Action further alleges that (Page 6, paragraph 12.):

> Accordingly, the Examiner finds that Applicant manipulated a set of abstract "goals" to solve purely algorithmic problems in the abstract i.e., what kind of "goal" is used? Algebraic word problems? Boolean logic problems? Fuzzy logic algorithms? Probabilistic word problems? Philosophical ideas? Even vague expressions, about which even reasonable persons could differ as to their meaning? Combinations thereof?

Referring to claim 46, the claimed invention is directed to a "goal being associated with a training objective of a student." The goal is not associated with an algebraic word problem, a Boolean logic problem, a fuzzy logic algorithm, a probabilistic word problem, a philosophical idea, or a vague expression. The claimed invention in claim 46, as a whole, produces tangible, useful results. For example, the claimed invention in claim 46 creates a presentation supporting a goal that is associated with a training objective of a plurality of students by receiving indicia that represents the goal, integrating information that provides assistance with achieving the goal, monitoring progress of the plurality of students, and providing feedback to the plurality of students. The created presentation produces results that are useful, concrete, and tangible.

The rejections of claim 46 under 35 U.S.C. § 101 should be reversed.

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G. Office Action fails to show that claims 2-9 are directed to non-st atutory subject matter.

The Office Action alleges that "Claims 1-9, 19-27, and 37-45 are clearly not claimed to be practiced on a computer." (Page 2, paragraph 2.) However, claims 1-9, 19-27 and 37-45 are directed to a "computer-implemented method". Claims 2-9 are claimed to be practiced on a computer and are limited to practice in the technological arts.

The Office Action further alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references a e just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed t) the technical art of student training using a computer system. In accordance with MPEP 2106. V.B.2.b.ii, the claimed invention is "limited to a practical application when the method, as claim ed, produces a concrete, tangible, and useful result." In addition to the above practical applicatic ns of claim 1, claims 2-9 provide additional practical applications that are limited to the technolc gical arts. For example, claim 2 is directed to a computer-implemented method that includes " ;valuating the progress based on a number of help sessions the student accesses." All of the abo· e features are practical applications limited to the technological arts.

The rejections of claims 2-9 under 35 U.S.C. § 101 should be reversed.

H. Office Action fails to show that claims 11-18 are directed to non-sta utory subject matter.

The Office Action alleges that "none of the claims are limited to practical ¿ pplications in the technological arts and that the 'Applicant's goal references are just abstract ide is'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical ırt of student training using a computer system. In accordance with MPEP 2106.IV.B.2.b.ii the claimed invention is "limited to a practical application when the method, as claimed, produc ·s a concrete,

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tangible, and useful result." In addition to the above practical applications of claim 10, claims 11-18 provide additional practical applications that are limited to the technological arts. For example, claim 14 is directed to apparatus that includes "logic that evaluates the progress based on an amount of rework." All of the above features are practical applications limited to the technological arts.

The rejections of claims 11-18 under 35 U.S.C. § 101 should be reversed.

I. Office Action fails to show that claims 20-27 are directed to non-statutory subject matter.

The Office Action alleges that "Claims 1-9, 19-27, and 37-45 are clearly not claimed to be practiced on a computer." (Page 2, paragraph 2.) However, claims 1-9, 19-27 and 37-45 are directed to a "computer-implemented method". Claims 20-27 are claimed to be practiced on a computer and are limited to practice in the technological arts.

The Office Action further alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106.:V.B.2.b.ii, the claimed invention is "limited to a practical application when the method, as claimed, produces a concrete, tangible, and useful result." In addition to the above practical applications of claim 19, claims 20-27 provide additional practical applications that are limited to the technological arts. For example, claim 24 is directed to a computer-implemented method that includes "simulating evaluative decision making in the simulated environment." All of the above features are practical applications limited to the technological arts.

The rejections of claims 20-27 under 35 U.S.C. § 101 should be reversed.

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J. Office Action fails to show that claims 29-36 are directed to non-st1tutory subject matter.

The Office Action alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106.IV.B.2.b..i, the claimed invention is "limited to a practical application when the method, as claimed, produces a concrete, tangible, and useful result." In addition to the above practical applications of claim 28, claims 29-36 provide additional practical applications that are limited to the technological arts. For example, claim 29 is directed to apparatus that includes "logic that simulates management of one or more resources in the simulated environment." All of the above features are practical applications limited to the technological arts.

The rejections of claims 29-36 under 35 U.S.C. § 101 should be reversed.

K. Office Action fails to show that claims 39-45 are directed to non-statutory subject matter.

The Office Action alleges that "Claims 1-9, 19-27, and 37-45 are clearly not claimed to be practiced on a computer." (Page 2, paragraph 2.) However, claims 1-9, 19-27, and 37-45 are directed to a "computer-implemented method". Claims 39-45 are claimed to be practiced on a computer and are limited to practice in the technological arts.

The Office Action further alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106.IV.B.2.b.ii, the claimed invention is "limited to a practical application when the method, as claimed, produces a

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concrete, tangible, and useful result." In addition to the above practical application is of claim 37, claims 39-45 provide additional practical applications that are limited to the technological arts. For example, claim 39 is directed to a computer-implemented method that includes "setting a context for a problem in a simulated environment." All of the above features are practical applications limited to the technological arts.

The rejections of claims 39-45 under 35 U.S.C. § 101 should be reversed.

L. Office Action fails to show that claims 47-54 are directed to non-statutory subject matter.

The Office Action alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106.IV.B.2.b.i , the claimed invention is "limited to a practical application when the method, as claimed, produces a concrete, tangible, and useful result." In addition to the above practical applications of claim 46, claims 47-54 provide additional practical applications that are limited to the technological arts. For example, claim 53 is directed to an apparatus that includes "logic that simulates a negotiation in a simulated environment." All of the above features are practical applications limited to the technological arts.

The rejections of claims 47-54 under 35 U.S.C. § 101 should be reversed.

M. Office Action fails to show that claim 38 is directed to non-statutory subject matter.

The Office Action alleges that "Claims 1-9, 19-27, and 37-45 are clearly not claimed to be practiced on a computer." (Page 2, paragraph 2.) However, claims 1-9, 19-27, and 37-45 are

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directed to a "computer-implemented method". Claims 38 is claimed to be practiced on a computer and are limited to practice in the technological arts.

The Office Action further alleges that "none of the claims are limited to practical applications in the technological arts and that the 'Applicant's goal references are just abstract ideas'." (Page 2, paragraph 3.) The claimed invention of claims 1-54 is directed to the technical art of student training using a computer system. In accordance with MPEP 2106.IV.B.2.b.ii, the claimed invention is "limited to a practical application when the method, as claimed, produces a concrete, tangible, and useful result." In addition to the above practical applications of claim 37, claim 38 provides additional practical applications that are limited to the technological arts. Claim 38 is directed to a computer-implemented method that includes "receiving an indicia representative of a plurality of goals into a model," "integrating information that provides assistance with achieving the plurality of goals into a tutor," and "monitoring progress of a student toward the goal and providing feedback that assists the student in accomplishing the plurality of goals." All of the above features are practical applications limited to the technological arts.

The rejections of claim 38 under 35 U.S.C. § 101 should be reversed.

N. The specification enables one of ordinary skill in the art to use the invention, as claimed in claims 1-54, under 35. U.S.C. § 112, first paragraph.

The Office Action alleges that "Claims 1-54 are rejected under 35 U.S.C. § 112, first paragraph because current case law (and accordingly, the MPEP) require such a rejection." The Office Action fails to provide any other reasons. The rejections of claims 1-54 under 35 U.S.C. § 112, first paragraph should be reversed for at least the above reasons.

O. The Office Action fails to show that claim 1 is indefinite under 35 U.S.C. § 112, second paragraph.

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The Office Action alleges that claims 1-54 are indefinite for failing to pa ticularly point out and distinctly claim the subject matter that is regarded as the invention. The Office Action further alleges that "The word 'associated' is undefined and it is unclear what thi; phrase has to do with the invention beyond a vague 'association' with it. Is the association a c ose one where the goal is the 'training objective', or is it a loose one where they were si nply made or considered at the same time...or even just some mental association." (Page 3, par igraph 4.) The Appellant disagrees. In accordance with MPEP § 2111.01, the words of the claim must be given their plain meaning unless the Applicant has provided a clear definition in the spc cification. For example, a plain meaning of "associate" is "following or accompanying; conco nitant." (The American Heritage College Dictionary, Third Edition, Houghton Mifflin Compan y.) The Office Action has failed to apply the plain meaning of "associate" in order to interpi et the claims. Additionally, the specification discloses embodiments that provide training applic: tions, e.g., the GBS training application as shown in Figure 8. Referring to the claimed inventi on of claim 1, the Goal-Based Scenario (GBS) training application may support a "goal being ass ociated with a training objective of a student." Claim 1 is definite under 35 U.S.C. 112, second paragraph. The rejection of claim 1 under 35 U.S.C. § 112, second paragraph should be reversed or at least the above reasons.

P. The Office Action fails to show that claim 10 is indefinite under 35 J.S.C. § 112, second paragraph.

The Office Action alleges that claims 1-54 are indefinite for failing to par icularly point out and distinctly claim the subject matter that is regarded as the invention. The Office Action further alleges that "The word 'associated' is undefined and it is unclear what this phrase has to do with the invention beyond a vague 'association' with it. Is the association a clc se one where the goal is the 'training objective', or is it a loose one where they were sin ply made or

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considered at the same time...or even just some mental association." (Page 3, paragraph 4.) The

Appellant disagrees. In accordance with MPEP § 2111.01, the words of the claim must be given

their plain meaning unless the Applicant has provided a clear definition in the specification. For

example, a plain meaning of "associate" is "following or accompanying; concomitant." (The

American Heritage College Dictionary, Third Edition, Houghton Mifflin Company.) The Office

Action has failed to apply the plain meaning of "associate" in order to interpet the claims.

Additionally, the specification discloses embodiments that provide training applications, e.g., the

GBS training application as shown in Figure 8. Referring to the claimed invention of claim 10,

the Goal-Based Scenario (GBS) training application may support a "goal being associated with a

training objective of a student." Claim 10 is definite under 35 U.S.C. 112, second paragraph. The

rejection of claim 10 under 35 U.S.C. § 112, second paragraph should be reversed for at least the

above reasons.

Q. The Office Action fails to show that claim 19 is indefinite under 35 U.S.C. § 112, second paragraph.

The Office Action alleges that claims 1-54 are indefinite for failing to particularly point

out and distinctly claim the subject matter that is regarded as the invention. The Office Action

further alleges that "The word 'associated' is undefined and it is unclear what this phrase has to

do with the invention beyond a vague 'association' with it. Is the association a close one where

the goal is the 'training objective', or is it a loose one where they were simply made or

considered at the same time...or even just some mental association." (Page 3, paragraph 4.) The

Appellant disagrees. In accordance with MPEP § 2111.01, the words of the claim must be given

their plain meaning unless the Applicant has provided a clear definition in the specification. For

example, a plain meaning of "associate" is "following or accompanying; concomitant." (The

American Heritage College Dictionary, Third Edition, Houghton Mifflin Company.) The Office

Action has failed to apply the plain meaning of "associate" in order to interpret the claims. Additionally, the specification discloses embodiments that provide training applications, e.g., the GBS training application as shown in Figure 8. Referring to the claimed invention of claim 19, the Goal-Based Scenario (GBS) training application may support a "goal being associated with a training objective of a student." Claim 19 is definite under 35 U.S.C. 112, second paragraph. The rejection of claim 19 under 35 U.S.C. § 112, second paragraph should be reversed for at least the above reasons.

R. The Office Action fails to show that claim 28 is indefinite under 35 U.S.C. § 112, second paragraph.

The Office Action alleges that claims 1-54 are indefinite for failing to particularly point out and distinctly claim the subject matter that is regarded as the invention. The Office Action further alleges that "The word 'associated' is undefined and it is unclear what this phrase has to do with the invention beyond a vague 'association' with it. Is the association a close one where the goal is the 'training objective', or is it a loose one where they were simply made or considered at the same time...or even just some mental association." (Page 3, paragraph 4.) The Appellant disagrees. In accordance with MPEP § 2111.01, the words of the claim must be given their plain meaning unless the Applicant has provided a clear definition in the specification. For example, a plain meaning of "associate" is "following or accompanying; concomitant." (The American Heritage College Dictionary, Third Edition, Houghton Mifflin Company.) The Office Action has failed to apply the plain meaning of "associate" in order to interpret the claims. Additionally, the specification discloses embodiments that provide training applications, e.g., the GBS training application as shown in Figure 8. Referring to the claimed invention of claim 28, the Goal-Based Scenario (GBS) training application may support a "goal being associated with a training objective of a student." Claim 28 is definite under 35 U.S.C. 112, second paragraph. The

rejection of claim 28 under 35 U.S.C. § 112, second paragraph should be reversed for at least the above reasons.

S. The Office Action fails to show that claim 37 is indefinite under 35 U.S.C. § 112, second paragraph.

The Office Action alleges that claims 1-54 are indefinite for failing to particularly point out and distinctly claim the subject matter that is regarded as the invention. The Office Action further alleges that "The word 'associated' is undefined and it is unclear what this phrase has to do with the invention beyond a vague 'association' with it. Is the association a close one where the goal is the 'training objective', or is it a loose one where they were simply made or considered at the same time...or even just some mental association." (Page 3, paragraph 4.) The Appellant disagrees. In accordance with MPEP § 2111.01, the words of the claim must be given their plain meaning unless the Applicant has provided a clear definition in the specification. For example, a plain meaning of "associate" is "following or accompanying; concomitant." (The American Heritage College Dictionary, Third Edition, Houghton Mifflin Company.) The Office Action has failed to apply the plain meaning of "associate" in order to interpret the claims. Additionally, the specification discloses embodiments that provide training applications, e.g., the GBS training application as shown in Figure 8. Referring to the claimed invention of claim 37, the Goal-Based Scenario (GBS) training application may support a "goal being associated with a training objective of a student." Claim 37 is definite under 35 U.S.C. 112, second paragraph. The rejection of claim 37 under 35 U.S.C. § 112, second paragraph should be reversed for at least the above reasons.

T. The Office Action fails to show that claim 46 is indefinite under 35 U.S.C. § 112, second paragraph.

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The Office Action alleges that claims 1-54 are indefinite for failing to particularly point out and distinctly claim the subject matter that is regarded as the invention. The Office Action further alleges that "The word 'associated' is undefined and it is unclear what this phrase has to do with the invention beyond a vague 'association' with it. Is the association a close one where the goal is the 'training objective', or is it a loose one where they were simply made or considered at the same time...or even just some mental association." (Page 3, paragraph 4.) The Appellant disagrees. In accordance with MPEP § 2111.01, the words of the claim must be given their plain meaning unless the Applicant has provided a clear definition in the specification. For example, a plain meaning of "associate" is "following or accompanying; concomitant." (The American Heritage College Dictionary, Third Edition, Houghton Mifflin Company.) The Office Action has failed to apply the plain meaning of "associate" in order to interpret the claims. Additionally, the specification discloses embodiments that provide training applications, e.g., the GBS training application as shown in Figure 8. Referring to the claimed invention of claim 46, the Goal-Based Scenario (GBS) training application may support a "goal being associated with a training objective of a student." Claim 46 is definite under 35 U.S.C. 112, second paragraph. The rejection of claim 46 under 35 U.S.C. § 112, second paragraph should be reversed or at least the above reasons.

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Conclusion

Claims 1-54 are being appealed. The rejections contained in the Of ice Action of November 3, 2004 should be reversed for at least the reasons recited above. Reversal of the rejections is requested.

Respectfully Submitted,

Banner & Witcoff, LTD

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CLAIMS APPENDIX

1.   A computer-implemented method for creating a presentation, comp ising:

(a)   receiving a goal, the goal being associated with a training ol jective of a student;

(b)   integrating information that motivates accomplishment of th : goal;

(c)   evaluating the progress toward the goal and provides feedb: ck that further motivates accomplishment of the goal for use in the presentation; ai d

(d)   adjusting the feedback based on progress of the student tov ard the goal.

2.   The computer-implemented method for creating the presentation as recited in claim 1, including evaluating the progress based on a number of help sessi ns the student accesses.

3.   The computer-implemented method for creating the presentation as recited in claim 2, including evaluating the progress based on work completed by the stud nt.

4.   The computer-implemented method for creating the presentation as recited in claim 1, including evaluating the progress based on a number of changes.

5.   The computer-implemented method for creating the-presentation as ecited in claim 1, including evaluating the progress based on an amount of rework.

6.   The computer-implemented method for creating the presentation as ecited in claim 1, including evaluating the progress based on an aggregate condition of wc rk.

7.   The computer-implemented method for creating the presentation as ecited in claim 1, wherein user applications comprise: calendar, electronic mail, spreadsheet, contact list, word processing, task list, stocks and news.

8.   The computer-implemented method for creating the presentation as ecited in claim 1, wherein a tone of the feedback is adjusted based on characteristics of the student.

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9.   The computer-implemented method for creating the presentation as recited in claim 1, including adjusting an example based on student progress.

10.   An apparatus that creates a presentation, comprising:

    (a)   a processor;

    (b)   a memory that stores information under the control of the processor;

    (c)   logic that receives a goal, the goal being associated with a training objective of a student;

    (d)   logic that integrates information that motivates accomplishment of the goal;

    (e)   logic that evaluates the progress toward the goal and provides feedback that further motivates accomplishment of the goal for use in the presentation; and

    (f)   logic that adjusts the feedback based on progress of the student toward the goal.

11.   The apparatus that creates the presentation as recited in claim 10, including logic that evaluates the progress based on a number of help sessions the student accesses.

12.   The apparatus that creates the presentation as recited in claim 10, including logic that evaluates the progress based on work completed by the student

13.   The apparatus that creates the presentation as recited in claim 10, including logic that evaluates the progress based on changes made.

14.   The apparatus that creates the presentation as recited in claim 10, including logic that evaluates the progress based on an amount of rework.

15.   The apparatus that creates the presentation as recited in claim 10, including logic that evaluates the progress based on an aggregate condition of work

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16.   The apparatus that creates the presentation as recited in claim 10, wherein user applications comprise: calendar, electronic mail, spreadsheet, contact lis , word processing, task list, stocks and news.

17.   The apparatus that creates the presentation as recited in claim 10, wherein a tone of the feedback is adjusted based on characteristics of the student.

18.   The apparatus that creates the presentation as recited in cla m 10, including logic that creates a multimedia presentation as recited in claim 11, in :luding logic that adjusts an example based on student progress.

19.   The computer-implemented method for creating a prese itation, comprising:

    (a)   presenting information indicative of a goal, the goal being associated with a training objective of a student;

    (b)   integrating information that motivates accomplishment of t ie goal in a simulated environment goal for use in the presentation; and

    (c)   monitoring progress toward the goal and providing feedba :k that further motivates accomplishment of the goal in the simulated environment

20.   The computer-implemented method for creating the presentation as ·ecited in claim 19, including simulating management of one or more resources in the sin ulated environment.

21.   The computer-implemented method for creating the presentation as ·ecited in claim 19, including setting a context for a problem in the simulated environment

22.   The computer-implemented method for creating the presentation as ecited in claim 19, including stimulating management of preventative maintenance in the simulated environment.

23.   The computer-implemented method for creating the presentation as : ecited in claim 19, including simulating recovery management in the simulated environme nt.

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24.   The computer-implemented method for creating the presentation as recited in claim 19, including simulating evaluative decision making in the simulated environment.

25.   The computer-implemented method for creating the presentation as recited in claim 19, including simulating a conversation in the simulated environment.

26.   The computer-implemented method for creating the presentation as recited in claim 19, including simulating a negotiation in the simulated environment.

27.   The computer-implemented method for creating the presentation as recited in claim 19, including invoking a concept parser in the simulated environment.

28.   An apparatus that creates a presentation, comprising:

(a)   a processor;

(b)   a memory that stores information under the control of the processor;

(c)   logic that presents information indicative of a goal, the goal being associated with a training objective of a student;

(d)   logic that integrates information that motivates accomplishment of the goal in a simulated environment for use in the presentation; and

(e)   logic that monitors progress toward the goal and provides feedback that further motivates accomplishment of the goal in the simulated environment.

29.   The apparatus that creates the presentation as recited in claim 28, including logic that simulates management of one or more resources in the simulated environment.

30.   The apparatus that creates the presentation as recited in claim 28, including logic that sets a context for a problem in the simulated environment.

31.   The apparatus that creates the presentation as recited in claim 28, including logic that simulates management of preventative maintenance in the simulated environment.

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32. The apparatus that creates the presentation as recited in claim 28, including logic that simulates recovery management in the simulated environment

33. The apparatus that creates the presentation as recited in claim 28, including logic that simulates evaluative decision making in the simulated environment.

34. The apparatus that creates the presentation as recited in claim 28, including logic that simulates a conversation in the simulated environment.

35. The apparatus that creates the presentation as recited in claim 28, including logic that simulates a negotiation in the simulated environment.

36. The apparatus that creates the presentation as recited in claim 28, including logic that invokes a concept parser in the simulated environment.

37. The computer-implemented method for creating a presentation, comprising:

    (a) receiving indicia representative of a goal into a model, the goal being associated with a training objective of a plurality of students;

    (b) integrating information that provides assistance with achieving the goal into a tutor for use in the presentation;

    (c) monitoring progress of the plurality of students toward the goal; and

    (d) providing feedback that further assists the plurality of students in accomplishing the goal.

38. The computer-implemented method for creating the presentation as recited in claim 37, including:

    (a) receiving an indicia representative of a plurality of goals into a model;

    (b) integrating information that provides assistance with achieving the plurality of goals into a tutor; and

    (c) monitoring progress of a student toward the goal and providing feedback that assists the student in accomplishing the plurality of goals.

39.   The computer-implemented method for creating the presentation as recited in claim 37, including setting a context for a problem in a simulated environment.

40.   The computer-implemented method for creating the presentation as recited in claim 37, including simulating management of preventative maintenanc: in a simulated environment.

41.   The computer-implemented method for creating the presentation as recited in claim 37, including simulating recovery management in a simulated environmei t.

42.   The computer-implemented method for creating the presentation as recited in claim 37, including simulating evaluative decision making in a simulated enviro iment.

43.   The computer-implemented method for creating the presentation as recited in claim 37, including simulating a conversation in a simulated environment.

44.   The computer-implemented method for creating the presentation as recited in claim 37, including simulating a takeover in a simulated environment.

45.   The computer-implemented method for creating the presentation as recited in claim 37, including simulating a negotiation in a simulated environment.

46.   An apparatus that creates a presentation, comprising;

(a)   a processor;

(b)   a memory that stores information under the control of the processor;

(c)   logic that receives indicia representative of a plurality of goals into a model, the plurality of goals being associated with a training objectiv e of a student;

(d)   logic that integrates information that provides assistanc with achieving the plurality of goals into a tutor for use in the presentation; and

(e)   logic that monitors progress of the student toward one of the plurality of goals; and

(f)   logic that assists the student in accomplishing the plura ity of goals.

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47. The apparatus that creates the presentation as recited in claim 46, including logic that sets a context for a problem in a simulated environment.

48. The apparatus that creates the presentation as recited in claim 46, including logic that simulates management of preventative maintenance in a simulated environment.

49. The apparatus that creates the presentation as recited in claim 46, including logic that simulates recovery management in a simulated environment.

50. The apparatus that creates the presentation as recited in claim 46, including logic that simulates compression management in a simulated environment.

51. The apparatus that creates the presentation as recited in claim 46, including logic that simulates evaluative decision making in a simulated environment.

52. The apparatus that creates the presentation as recited in claim 46, including logic that simulates a conversation in a simulated environment.

53. The apparatus that creates the presentation as recited in claim 46, including logic that simulates a negotiation in a simulated environment.

54. The apparatus that creates the presentation as recited in claim 46, including logic that invokes a concept parser in a simulated environment.

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EVIDENCE APPENDIX

-NONE-

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RELATED PROCEEDINGS APPENDIX

- NONE-